

Iowa Department of Education

Differentiated Accountability

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HOUSE EDUCATION COMMITTEE 2015



Differentiated Accountability

ACCREDITATION AND SUPPORT

CAUTION

All data are fake

These models are **DRAFT ONLY** for illustrative purposes

- Final models are currently being developed by work teams through Collaborating for Iowa's Kids (C4K)

School Improvement Present

Many variations on a common improvement theme

- SINA/DINA Plans
- Comprehensive School Improvement Plan (CSIP)
- Special Education Corrective Action Plans
- Iowa Professional Development Model (IPDM)
- Iowa Core Plan
- Site visit every five years

School Improvement Future

1. Tiered support
2. Healthy Indicators
3. Earned autonomy
4. Collaborative Inquiry Questions
5. A single continuous improvement process
6. Streamlined reporting
7. Emphasis on results for lowa learners

How do we get there?

As a system – DE, AEAs, Districts

- Continuous Improvement (C4K)
- Healthy Indicators (C4K)
- Tiered Accreditation (DE)

Using evidence-based content (Iowa Core and Early Learning standards,) and practices (MTSS)

Leverage compliance to get results

Healthy Indicators Task Group

Task: Develop, operationalize, and implement a set of objective, measureable indicators of the health of the education system in Iowa at the preschool, building, district, AEA and state levels.

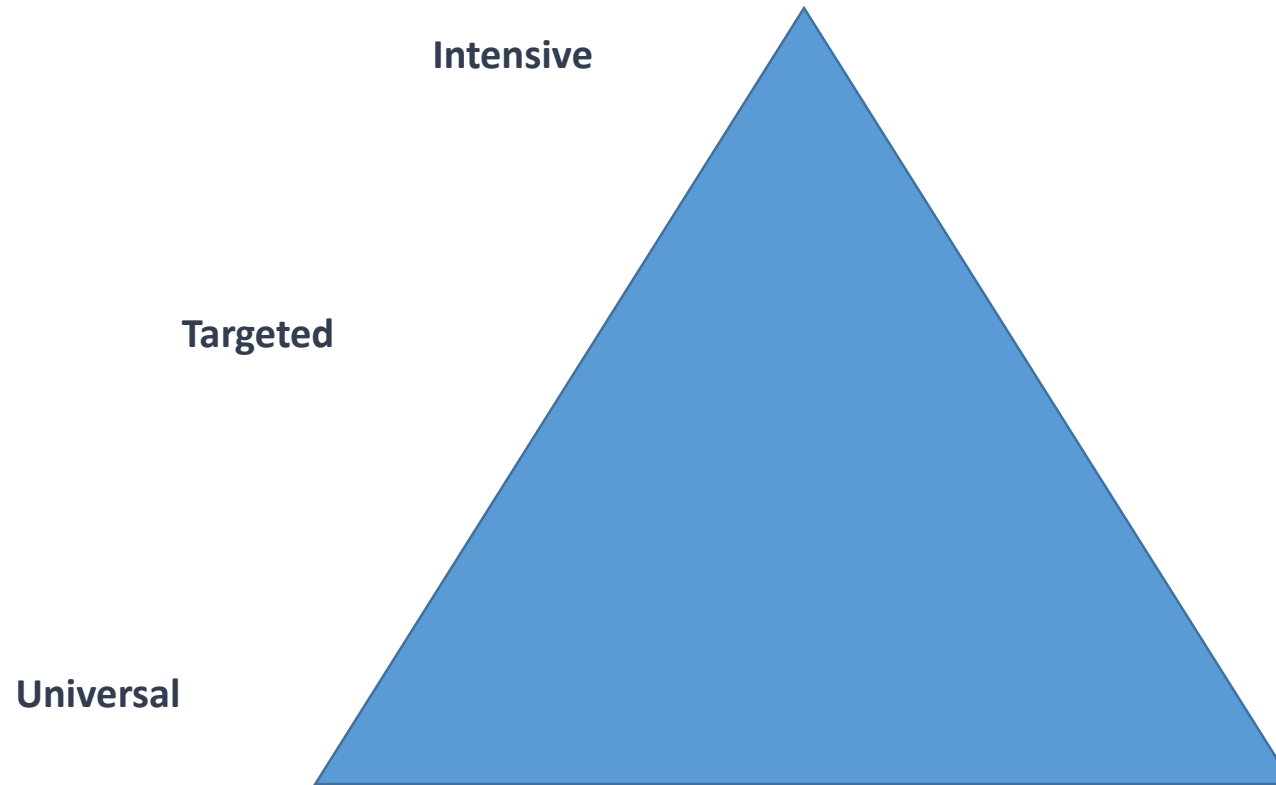
Continuous Improvement Task Group

Task: Define a single continuous improvement process for the state of Iowa that uses the foundation of the Iowa Professional Development Model (IPDM), healthy indicators, and collaborative inquiry questions and plan for implementation of the model PK-12 and in AEAs.

Tiered Accreditation Task Group

Task: Determine which PK-12 education items in federal code, Iowa code, federal regulations, and Iowa administrative rules the Iowa Department of Education's Division of Learning and Results is responsible for monitoring, how frequently, and by what means, and create a monitoring and accreditation system featuring tiers of support based on these requirements, the Healthy Indicators and a single Continuous Improvement model.

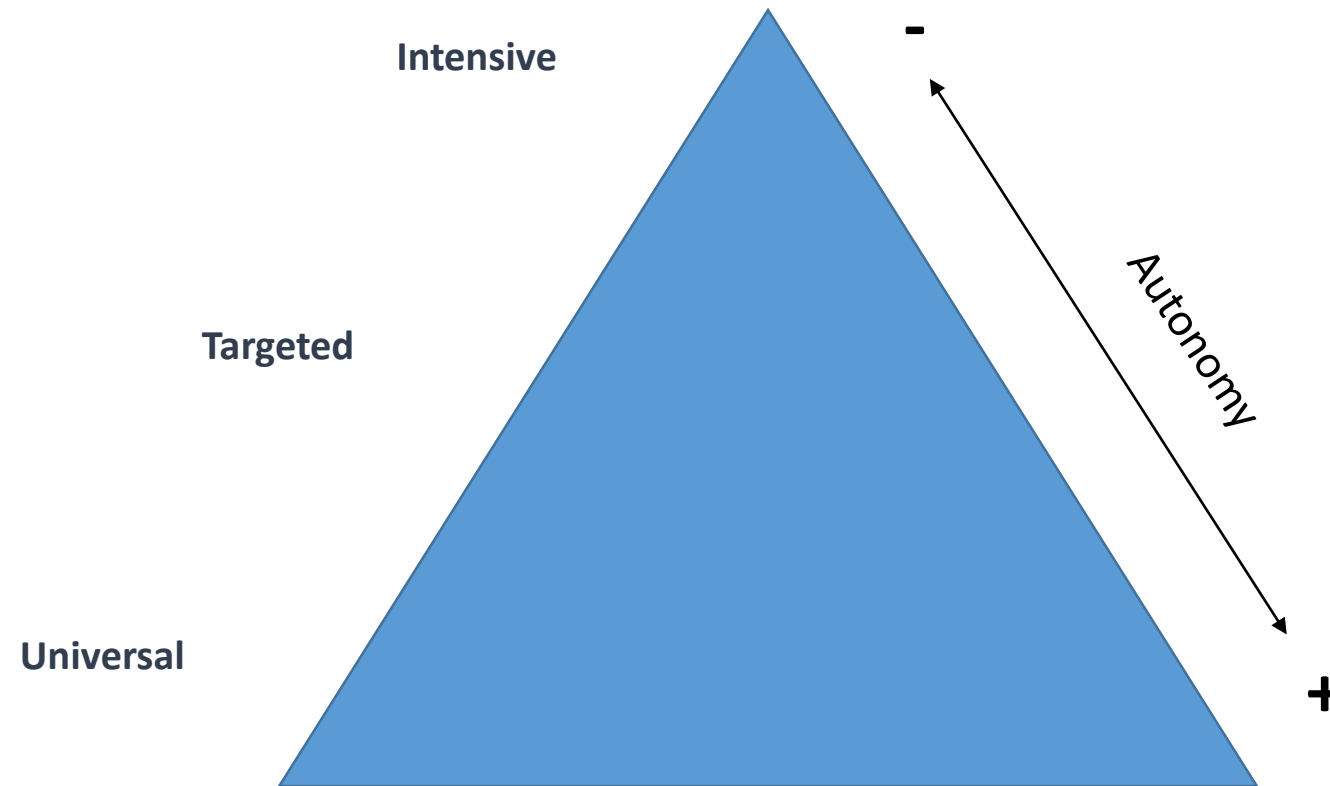
1. Tiered Supports



2. Healthy Indicators

- Data to inform decision-making on which districts, AEAs, and programs require desk audits versus on-site visits and what supports they need to successfully engage in continuous improvement
- Will use some information from Attendance Center Rankings (ACR) legislation
- Possible data sources:
 - **Proficiency***
 - **Academic growth***
 - **Attendance**
 - **Parent involvement**
 - **Community activities and involvement**
 - **Closing gaps score***
 - **Employee turnover**
 - **Graduation rate**
 - **College-readiness rate**
 - Suspension/expulsion rates
 - Student engagement
 - Employee working conditions
 - Post-graduation data
 - Parent satisfaction
 - Parent engagement
 - Use of valid and reliable assessment tools
 - Percent of students proficient with universal instruction
 - Percent of students proficient with targeted and intensive interventions
 - Operation of a high-functioning leadership team
 - Financial information

3. Earned Autonomy



4. Collaborative Inquiry Questions

CONSENSUS
A. Is there initial and ongoing administrator consensus to develop and implement MTSS?
B. Is there initial and ongoing staff consensus to develop and implement MTSS?

4. Collaborative Inquiry Questions

CONSENSUS, INFRASTRUCTURE AND IMPLEMENTATION	
C. Is there a leadership team willing to accept responsibility for development, implementation, and sustainability of MTSS?	
D. Do we have an established and ongoing collaborative inquiry process for implementation of MTSS?	
Universal Tier	1. Is the Universal Tier sufficient?
	2. If the Universal Tier is not sufficient, what are the needs that must be addressed?
	3. How will Universal Tier needs be addressed?
	4. How will the implementation of the Universal Tier actions be monitored over time?
	5. Have Universal Tier actions been effective?
Targeted/Intensive Tiers	6. Which students need support in addition to the Universal Tier?
	7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students?
	8. How will the Targeted and/or Intensive Tier options be implemented?
	9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?
	10. How will the effectiveness of the Targeted and Intensive Tiers be evaluated?

4. Collaborative Inquiry Questions

CONSENSUS, INFRASTRUCTURE, IMPLEMENTATION, AND SUSTAINABILITY

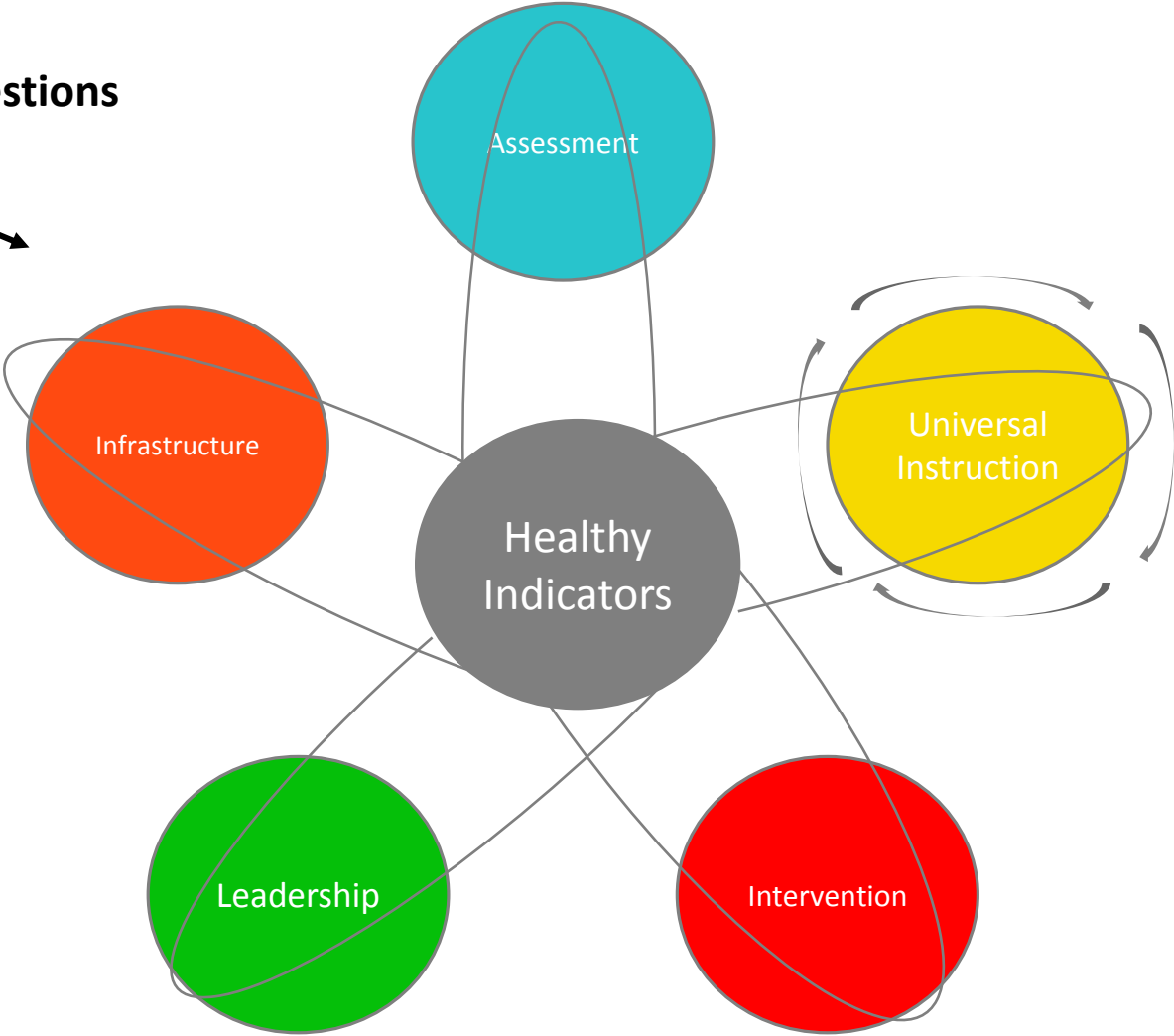
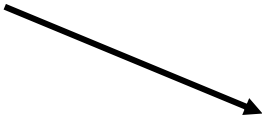
E. Do you have an established structure to provide on-going professional learning and coaching to support all staff members?

F. How do you ensure evaluation of MTSS implementation and impact on achievement?

G. What structures does the leadership team have in place to support sustainability of MTSS over time?

5. A Single Continuous Improvement Process

Collaborative Inquiry Questions



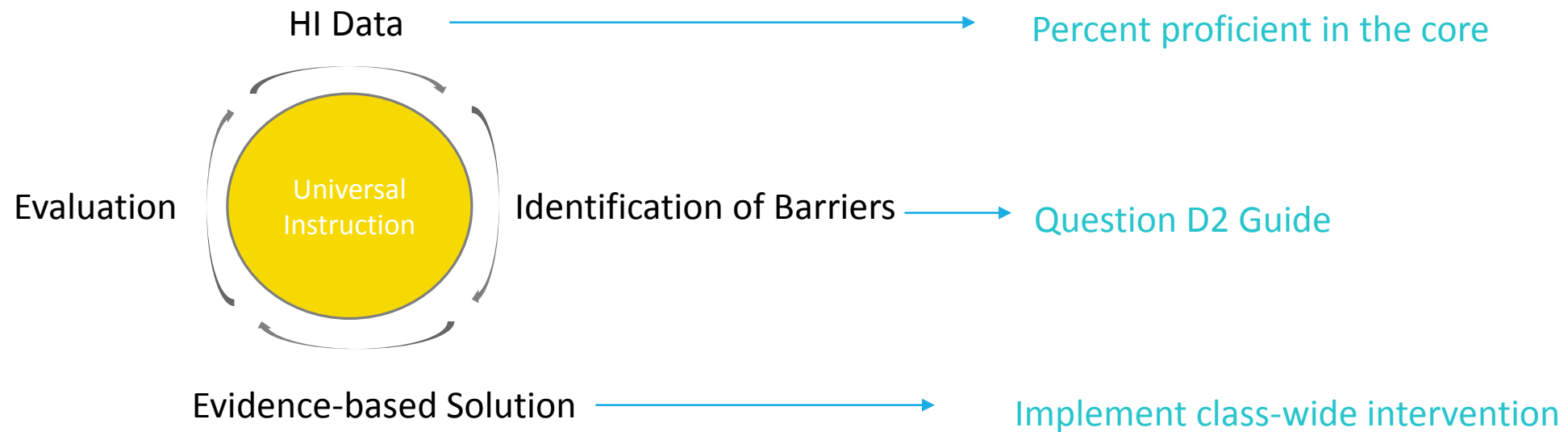
Healthy Indicators

District A		
Assessment ●	1. 95% 2. 75% 3. Yes 4. No	1. Use of valid/reliable universal screening assessments for all students (% screened) 2. Use of valid/reliable progress monitoring assessments for all students who require progress monitoring (% assessed) 3. Comprehensive, balanced assessment system in place (assessment calendar) 4. Use of data-based decision-making (data analysis via data teams, data days)
Universal Instruction ●	1. 65% 2. 36% 3. -	1. Percent proficient with universal instruction 2. Growth 3. Closing gaps
Interventions ●	77%	Percent proficient with targeted and/or intensive instruction, using evidence-based interventions, achieving growth
Leadership ●	55%	Leadership team in place, consensus present
Infrastructure ●	99%	Funds are allocated, technology adequate

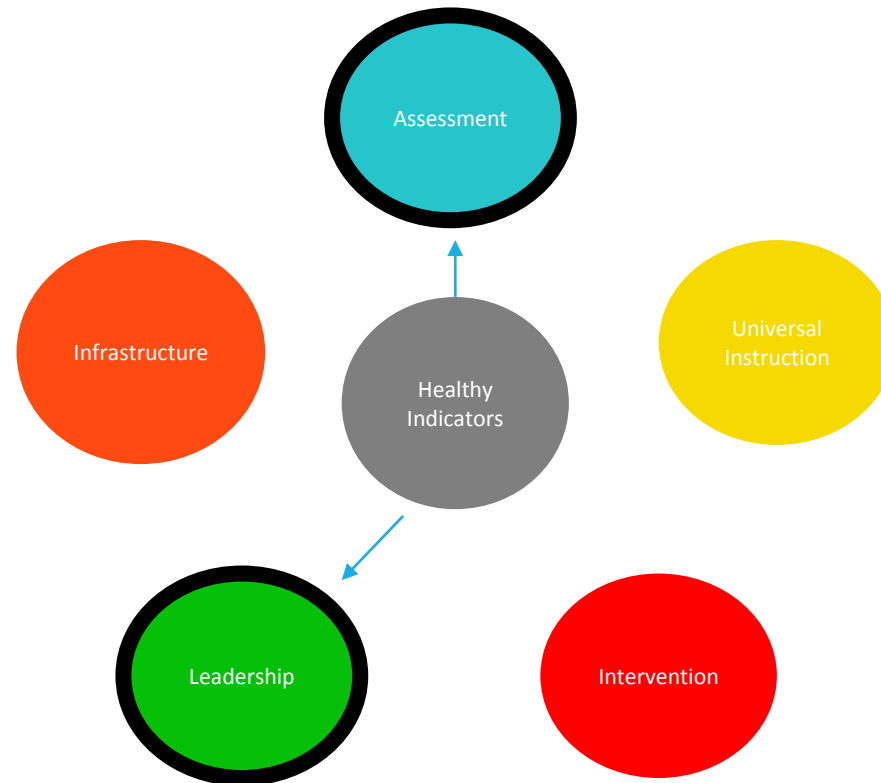
Proficiency
Growth
Closing Gaps



5. A Single Continuous Improvement Process



5. A Single Continuous Improvement Process






6. Streamlined Reporting


District A					
Title IA	Requirement	Status	IDEA B	Requirement	Status
§ 1112(c)	Assurances	Compliant	§ 611(a)	State activities	Compliant
§ 1112(d)	Consultation	Compliant	§ 612(a)(11)	General Supervision	Compliant
§ 1114(a)(1)	May not consolidate funds	Compliant	§ 613(a)(1)	LEA Eligibility	Noncompliant
§ 1115(b)(1)	Eligible population	Noncompliant	§ 613(a)(3)	Personnel development	Compliant
§ 1116(b)(1)(B)	Deadline for identification	Compliant	§ 613(f)	Early intervening services	Noncompliant
Designations: DINA 3, IDEA Part B Needs Assistance Year 2, ACR: 2 Buildings Acceptable					



6. Streamlined Reporting

District	Compliance and Designations	HI	Tiered Support	Support Provided
District A	78%, DINA 4, ACR: 3 Priority Buildings		Compliance: Intensive Assessment: Intensive Universal Instruction: Intensive Targeted and Intensive Instruction: Targeted Leadership: Targeted Infrastructure: Targeted	Compliance: Level 2 Desk Audit Assessment: Focused visit Universal Instruction: Focused visit Targeted and Intensive Instruction: Remote interview Leadership: Remote interview Infrastructure: Remote interview
District B	98%, DINA 2		Compliance: Universal Assessment: Targeted Universal Instruction: Intensive Targeted and Intensive Instruction: Universal Leadership: Universal Infrastructure: Universal	Compliance: Desk Audit Assessment: Remote interview Universal Instruction: Focused visit Targeted and Intensive Instruction: NA Leadership: NA Infrastructure: NA
District C	100%, 2 ACR Commendable Schools		Compliance: Universal Assessment: Universal Universal Instruction: Universal Targeted and Intensive Instruction: Universal Leadership: Universal Infrastructure: Targeted	Compliance: Desk Audit Assessment: NA Universal Instruction: Focused visit to share successful practices Targeted and Intensive Instruction: NA Leadership: NA Infrastructure: NA

7. Emphasis on Results

	Positive Effect for Kids	Negligible or Negative Effect for Kids
Required	Effort	Effort
Not Required	Effort	

What does this mean?

- The five-year accreditation and improvement cycle will no longer be used
- Districts, schools, preschool programs, and AEAs will be given supports – including site visits – based on compliance and performance data
- Compliance monitoring will be conducted differently than in the past
- As a system we will need to adjust to provide support where it is needed
- Data and reporting systems need to be changed for efficient monitoring



Contact Us

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